Rose Park Pre-School Site Improvement Plan

Context
The majority of our children live locally in Dulwich, Toorak Gardens or Rose Park. We have strong links with Eastern Adelaide Child Care Centre, with a significant number of children utilising both services. Child Care Staff walk preschool aged children to our preschool to access the program. Strong links have been developed between the Preschool and our main feeder school, Rose Park Primary with regular leadership meetings, planning for events and reciprocal visits of children and staff between sites. Lunch Care is offered on a priority basis to children needing to access a full day program on up to 2 days per week. Some days have more than two thirds of the children attend for a full day. Many of the children at Rose Park Preschool are articulate, have wide general knowledge and have had many enriching experiences.

Purpose
The Rose Park Preschool Site Improvement Plan documents our commitment to quality teaching and learning. The Plan is aligned with the Department of Education and Children’s Services Statement of Directions 2011 and the Eastern Adelaide Regional Improvement Plan for 2011. The Staff at Rose Park Preschool participate with Governing Council to implement, monitor and evaluate the plan. In 2011 we have developed 3 priorities that

- Guide the work of the Preschool
- Links to Regional/DECS/State/National Agendas
- Is strategic in nature
- Responds to site specific emerging priorities
- Enables monitoring and reporting of improvement and learning outcomes for our children.

Priorities for 2011 and continued

1. Improved outcomes in children’s confidence and involvement as learners particularly through the development of questioning techniques which support investigations, learning discoveries, enquiry, and problem solving.
2. Improved learning outcomes for children as per the Eastern Adelaide Regional Improvement Plan including a focus on literacy utilising programs such as Jolly Phonics and I-Lit.
3. Improved listening and responding to parents regarding learning programs and individual children’s development as revealed in the 2010 parent survey.

Strategies are based around the responsibilities of the Director and Teaching Staff in achieving the targets set. We have described SMART (specific; measurable; achievable; realistic/resourced; time-related) targets as a way to realise priorities and Level 4 Outcomes.
Our Core Values include respect, fairness, honesty and caring.

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| 1. Improved outcomes in children's confidence and involvement as learners particularly through the development of questioning techniques which support investigations learning discoveries, enquiry, and problem solving. | • 2010 data demonstrated that there was a 50% increase in the children's confidence to ask questions. There is further opportunity to develop remaining children who lacked confidence in asking questions.  
• Level 3 and 4 questions were previously attained in 16% of children in 2010. Aim to continue to achieve higher results this year. See last year’s improvement plan. | • Continue to increase % of children utilising level 1 & 2 questions at group time.  
• increase % of children’s confidence and involvement as learners  
• Increase % of children using level 3 & 4 questions. | • provide opportunities for staff to familiarise and increase skills and knowledge in questioning techniques  
• plan group times explicitly to utilise questioning techniques and listen carefully to children’s attempts to hypothesise and expand on their thinking through conversation and questioning  
• allow children many opportunities to practice questions through games, 1 : 1 experiences, sharing | • use question bag to gather data to observe and collect data  
• portfolio records data  
• Respect, Reflect, Relate  
• Recording through ICT the questions children use to elicit the information they require  
• Observations as per data collection | 1.1 30% increase in children using questions to support their learning during group times and 1 on 1 experiences |
- continue use of the Use Can Do It Program
- use of question bag and new literacy kits.
- provide easy read posters of questioning levels for educators both inside and outdoor environments
- educators attend available professional development on questioning techniques, project approaches and inquiry methods
- ask and answer questions during reading and discussion of books and other texts
- provide modelling and resources which encourage questions
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<td>2. Improved learning outcomes for children through literacy as per the Eastern Adelaide Regional Improvement Plan including a focus on literacy, utilising programs such as Jolly Phonics and I-Lit.</td>
<td>• Consistency of quality measureable data collection practises improves children’s learning outcomes • Incorporating new national curriculum of Being, Belonging and Becoming and DIAF processes.</td>
<td>• Increased percentage of measureable data visible to parents through portfolio • Flexible, meaningful and consistent tool for collecting everyday data on the learning taking place • Continue to improve systems of collection accessible by all staff</td>
<td>• Staff shared responsibility for gathering varied data (photographs, observations and portfolio collections) • Portfolio records will be structured to show growth or patterns of development • Continue to show growth in the children’s summative reports. Learners • Refine assessment tool for skills and make available for families.</td>
<td>• Weekly review of data gathered on each child • Continuously review and revise the effectiveness of the tools used for gathering baseline data.</td>
<td>• All (100%) of children will have consistent measurable pedagogical baseline data for their 12 months at Preschool</td>
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<td>3. Improved listening and responding to parents regarding learning programs and individual</td>
<td>• Parent surveys • DIAF</td>
<td>• Increased percentage of parent satisfaction with the learning development of their child.</td>
<td>• Continue fortnightly programming reviews and opportunities for parent involvement. • Well placed</td>
<td>• Converse with parents re fortnightly review and involvement. • Ask parents if viewed program</td>
<td>• All (100%) of parents will respond to survey will agree or strongly agree for comparison on these areas.</td>
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| children’s development as revealed in parent survey | overall program with more parent friendly wording.  
- Information sharing at second term skills sheet with appointment to make interview time to discuss.  
- Delivery of summative reports to be reviewed allowing parents to have more time to read and respond. | Record parents taking up opportunity of interview.  
- Review surveys for comments regarding these new practices  
- Continue to review and revise surveys for effectiveness. |